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ABSTRACT

Project CAPABLE (Classroom Action Program: Aim: Basic Learning Efficiency) is a classroom approach which integrates the basic learning skills with content. The goal of the project is to use basic learning skills to enhance the learning of content and at the same time use the content to teach basic learning skills. These monthly reports explain how the basic learning skills can be taught in business education classes. One learning skill is covered by each monthly report. They include: Learning Skills; Comprehension Development; Vocabulary Development; Directed Reading Activity (DRA) and SQ3R (Survey, Question, Read, Recite, Review); Study Skills; Management Techniques; Structured Overviews and Study Guides; and Interest, Motivation, Assessment. (BS)

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Project CAPABLE

CLASSROOM ACTION PROGRAM:

AIM: BASIC LEARNING EFFICIENCY

"to make each student a more capable learner"

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AUGUST REPORT

LEARNING SKILLS

TITLE IV: PART C
DEVELOPMENTAL GRANT

TM 810 705

BUSINESS EDUCATION

Phyllis Perreault

In all research materials it is clearly stated that all subject areas taught on the secondary level are lacking in the ability of the students to read, comprehend and apply the information obtained. Reading should be a continuous process from elementary grades on up. According to Markshefeel reading is not a subject, but a highly complex purposeful thinking process that is developmental in nature. It is started early and is never fully mastered.

Many teachers feel that reading should be taught by the English or reading teachers and that they are there only to teach their subject matter. The percentage quoted in most articles (approximately 30 to 40%) of our students are unable to read the assigned textbook. Virginia Stevens feels that all teachers should have a reading course in order to handle the reading problems they confront in their particular fields. Teachers do not realize the strenuous adaptation necessary for students as they move from one subject area to the next.

In the business education section written by Sheperd it was surprising to note that he finds that it is probably the highest in dealing with different Reading range levels. He claims that it can go as much as from 3rd grade to college level or an 8 to 10 year difference. This is perhaps because the Business Education departments attract such a wide variety of students from possible dropouts to interested college-bound business students.

Another interesting fact was that according to Hafner he felt that Bookkeeping is perhaps one of the most difficult courses offered on secondary level. The reasons he stated was that the sentence structure and syllabic intensity of the text is equivalent to Harper and New Yorker magazines. The text used is beyond reading ability of 50% of the students. Other determining factors are the heavy vocabulary load and use of common words with special meanings.

It was suggested in all resources that teachers through personal informal sheets, discussions and varied tests should be more cautious of individual differences. Learning disabilities should be corrected as much as possible.

The efficiency with which a student reads depends on 1) his basic reading skills, 2) background of experience in the area in which he is reading, 3) his interest, 4) the difficulty of the material and 5) his purpose for reading. (Markshefeel)

Olive Niles in her article described the reading act as 1) word recognition, 2) association of meaning with printed symbols, 3) comprehension, 4) interpretation, 5) evaluation and 6) assimilation.

<u>According to Markshefeel the necessary basic skills are</u>:

1) Adequate sight vocabulary of words.
2) Word recognition and pronunciation skills.
3) Use of dictionary independently and successfully.
4) Ability to follow written and oral directions.
5) Understand the meaning of large number of vocabulary words.
6) Ability to get meaning from what is read.
7) Organize mentally and to outline material read so that he can recall when needed.
8) Knowledge of how to establish purposes for his reading.
9) Ability to adjust reading speed according to his experience and to determine the reasons for the difference in the material he is reading and his purpose for reading it.
10) Ability to use index, table of contents, glossary, and author's clues.
11) Knowledge of when to use additional reference materials.
12) Ability to use the library and their reference material.

As a closing statement I would like to quote Virginia Stevens, "A teacher who has prepared a student to proceed independently after leaving the classroom has been a successful teacher."

SKILLS NECESSARY

1. Following oral and written directions
2. Note taking
3. Interpreting rules and/or directions
4. Listening
5. Composing
6. Motor skills - to operate machines
7. Word recognition and pronunciation
8. Use of dictionary and/or resource book - independently and successfully
9. Workable vocabulary
10. Ability to recall information previously attained
11. Comprehension skills (Literal, Interpretive and Utilization levels) while reading, listening and working with an effective study-reading technique
12. Locating and utilizing filing procedures

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SEPTEMBER REPORT

COMPREHENSION DEVELOPMENT

TITLE IV: PART C
DEVELOPMENTAL GRANT

BUSINESS EDUCATION

Phyllis Perreault

COMPREHENSION DEVELOPMENT

All Research materials in regards to comprehension (all sources read and also presented in the workshop) I have found basically the same type of information with varied labels or ways of calling the levels of comprehension. Some have 3, 4, or more steps with more or less detailed involvement at each level. However, I think that we can assume that they start and end with the same expected results.

I especially like Harold L. Herber's explanation of these levels. It was clearly stated that each level requires the product of previous levels. He describes the levels as:

Literal-what author has said

Interpretive-derive meaning from the author, and it is colored and influenced by previous knowledge and experience.

Applied-take literal, and interpretive and applies to pragmatic or theoretical exercises. He mentions that intrinsic relationships produced at interpretive level and placed in juxtaposition to concepts, which are products of previous knowledge and experiences, perceives a new relationship-extrinsic, which expands the scope of meaning in reading.

In office simulation the textbook cannot be used to determine levels of comprehension used by looking at the questions. The textbook is a manual which states all necessary steps in order to run an office simulation program. There are no questions, no answers. I maintain that all levels of comprehension are necesaary. They must read, comprehend and carry the task at hand. They are continuously applying what they have read, to what they already know.

Here is a brief synopsis of office simulation. There are three departments in the office.

1. Office Services - In this department we have the receptionist, main clerk, billing clerk, payroll clerk, and file clerk.
2. Information Services - Typists, receive, research, compose, correspondence.

   Design Clerk and Copy Clerk-Design and compose a newsletter which contains community, school pulp and paper industry news. We are presently corresponding with 28 other schools.
3. Statistical Divisions - Members sort, classify, record, compile, compute, analyse and summarize the data of 50 reporting mills.

Students are evaluated on their performance in everything they do from answering the telephone, making a payroll, composing letters, showing a visitor around the office, making appointments to working with formulas calculation production-cost ratios.

Comprehension is a very complex skill. Many things must be taken into consideration. All teachers should lead their students through pases to develop comprehension.

It is important to also consider the ability of the reader, the nature of the material, the purposes for reading. A teacher must probe, introduce vocabulary, develop background to motivate the student in reading, and reading the material to be able to grasp details and facts, pick up the main idea, grasp sequence, draw inferences, understand moods and tones, anticipate outcomes, draw comparison, and conclusion and evaluate.

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It was stated by Charlotte Smith in the ERIC Documents that there is a definite need to increase the cognitive levels of questions in textbook material. She feels that they are too low, and therefore do not demand the developing of comprehension to the fullest.

Questioning, in most research materials, is the tool used to develop comprehension levels. Robert A. Lucking, in the Documents, feels that we must progress from simple observations of factual information to queries about significance of the facts

Another study by Richard Sinatra describes 4 types of questions: 1. narrow-yes-no, 2. convergent-requires putting the facts together to construct correct answer, 3. Divergent-must relate to prior experiences, and 4. evaluative-organize meaning, formulate opinions and accept point of view. According to Jerilyn K. Ribovich, however, there are other strategies that should be considered in addition to questions. He feels that if the student does not answer as the teacher expects, it can cause failure. Students may be threatened. Students may be looking for a narrow piece of information and miss the significance. He suggests that students specify content expectansies in a variety of forms and focus on the expected and unexpected. To familiarize with material organization and author's style, he suggests writing experiences. Activities and discussions used for those who are having difficulties. He also feels that teachers should stimulate concept development and thinking process prior to the reading.

In summary, I would like to quote Emerald V. Dechant as to the complex abilities that play an important role in comprehension: to associate, to react (sensory), to interpret, to understand, to recognize details, to interpret organization, to answer questions, to follow directions, to perceive relationships, to interpret figurative, to draw conclusion, to make inference, to

identify and evaluate character traits, to anticipate outcomes, to understand writers purpose, to identify mood and tone, to determine accuracy, to identify antecedents of such words as who, some, or they, to retain ideas, and to finally integrate with past experience.

THAT IS COMPREHENSION.....

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Project CAPABLE

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OCTOBER REPORT

VOCABULARY DEVELOPMENT

TITLE IV: PART C
DEVELOPMENTAL GRANT

BUSINESS EDUCATION

Phyllis Perreault

VOCABULARY DEVELOPMENT

According to A. V. Manzo and J. K. Sherk, a rich vocabulary is not only a sign of learning, but it's also an important means by which we continue to learn. Their definition of learning is the acquisition of words and allusions which permit quality expression. Quality of expression is the capability to curse, to express love, or to wax in the words which best "call out" one's inner feelings and thoughts.

Dechant's concept of attaining a meaningful vocabulary is that the word has meaning as part of a sentence, the sentence as part of a paragraph, and the paragraph as a part of the story.

We, as teachers, as stated in most all research materials, know our materials and fields so well that we very often fail to fill inthe learners. We assume that they can grasp information quickly; we forget that we have many multiple learning experiences in our backgrounds that make it easy for us to understand, and to most of our students, this is an entirely new experience.

All resources state that there must be an experience, whether it be real or vicarious, for the learning of vocabulary. The skills must be taught. Students must be guided, exercises must be practiced, and applied. It is not something that can be developed by instinct nor by chance.

Dechant's theory on developing an individual's vocabulary is an ideal model. Hopefully it is what teachers would develop. Growth in meaning for vocabulary has many levels. The child must develop precision in meaning, must learn specific and generic meanings, must interpret idiomatic expressions, and for successful speech and writing, he must be able to call to mind the word needed and apply it correctly.

A child must learn to discriminate one object from another with repeated experiences. With similiar objects, he acquires new layers of meaning and his perception becomes increasingly wider, richer, more diversified, and more complex.

He learns to identify the essential and the nonesential characteristics of the various realities in his environment. He proceeds from simple experience to concept via abstraction and finally arrives at categorization of objects or experiences into classes.

In Shepherd's Comprehensive High School Reading Methods, he states some contributing factors that affect vocabulary development. Listed are: association with people with meager vocabulary; people never discussing ideas; social economic backgrounds; narrow interests; lack of voluntary reading; faulty habits while reading and low intelligence.

Students encounter basically three or four types of words while going through school:

Basic -- thinking, feeling and doing (used to define other words) also used to make communications

Technical -- specific to fields, knowledge or experience

Proper nouns -- people and places

Connectives -- used to join or flag

Thomas and Robinson feel the ideal situation that all teachers should strive to develop in all students are: lasting enthusiasm, a vocabulary growth-life time process, help yourself methods, to pay attention to unfamiliar words, and a delight in precision, power and artistry of words.

Basically the resource materials were similar in most vocabulary development programs.

-- Direct and indirect experiences (field trips and audio visual materials)

-- Encourage wide reading experiences

-- Ability to use the vocabulary skills (phonic analysis, structural analysis, contextual analysis, word origins and dictionary skills)

-- Keep notebook on new vocabulary

-- Read it, say it, define it, write and apply it in everyday living.

Vocabulary Development Skills

1. Contextual Clues -- this is considered to be one of the most effective means in recognizing words. We must however remember that while context determines the meaning of a word it does not necessarily reveal that meaning.

   John S. Simmons suggested the following method to attack words in context:

   a. Have the student read the entire passage first. It may be more helpful than the individual sentence.

   b. Students should try several of possible choice words that would fit.

   c. When he has several errors in choice from one passage, have students reread it entirely and repeat exercise.

   d. If material is still too difficult, move to easier material.

   e. Keep constant check on relative nature of the verbiage which surrounds underlined words.

   f. If above is exhausted, add word to "troublesome" list which can be dealt with by definition, example, discussion, or dictionary.

2. Structural Clues -- provide to meaning through the parts of words.

   a. Break up of two known words

   b. Roots --- Greek or Latin

   c. Inflectional endings

   d. prefix, suffixes

   e. syllabic units

   Harold Herber states that many technical words in various content areas yield to structural analysis.

3. Phonetic Clues -- is the association of sounds with letter symbols. The reader must relate the sound to the letters and combination of letters and then combine or blend the individual sounds.

4. Dictionary Attack -- is a storehouse of the meanings of words. This should be the last technique for independent word recognition. It should be used for verification and pronunciation. It is important that the students are familiar with the use of the dictionary.

5. Word Origins -- Word origins during the study of vocabulary enhances the ease and remembering of a new vocabulary words. As stories are created around a particular word, a stronger mental picture is drawn. The clearer the picture, the deeper the impression.

Many activities have been developed commercially. Teachers must, however, keep in mind that unless they are meaningful games and activities, they are useless. Perhaps the most effective ones are those designed by a teacher to be used in their own particular situation. Everything must be related in order to be learned. When teaching vocabulary in your specific subject area, you should intergrate a variety of these skills. For one particular lesson, it may be good to use contextual and for another particular lesson word origins. The end should be used. If a combination of skills is necessary, then they must be used.

Olson listed six ways to assist students with vocabulary development which incorporated the use of clues to meaning:

1. Write out all new important words. The words can be kept on cards or in a notebook. Each word should be defined and an example of its use given.....

2. Try to get the meaning of a strange word from the context. The student must understand, however, that the context will reveal only a single meaning of the word.

3. Many words are formed by adding prefixes and suffixes to the root word or stem. An understanding of the meanings of the common prefixes and suffixes will help greatly in getting meaning. Overemphasis upon this type of analysis can be misleading since the same prefix may have several meanings.....

4. Know how to use the dictionary well enough to find the appropriate meaning for a word, correct pronunciation, spelling (preffered), part of speech, and etymology. Have the students make a list of words they have read in textbooks, newspapers, magazines, or other sources. Ask them to list only those words of which they are unsure. Put this list on the board or mimeograph it. Encourage all of the students to use the words with each other and to look for them in other sources as they read or listen.

5. Studying the origins of words and word changes can be interesting....

6. Study how new vocabulary words come about and are accepted into our language.....

Concept Attainment

There are 3 different stages or levels in concept attainment:

1. Specific - the learner has only one single definition - he can make

only one association with the item.

2. Functional - the learner can tell you the function of the object. (what it does, etc.)

3. Conceptual - this represents the abstract level of understanding. The learner can tell you the likeness; difference of an object or that the object is part of a larger category.

Since word-meanings are constantly changing, we will never understand a word's total meaning.

It is essential to intergrate words with other experiences in order to learn a concept.

In the 3 levels of concept attainment, specific-conceptual, the learner is taken from the known to the unknown.

LEVEL I - Specific - Ability to deal with the public

Activity - look up in dictionary and give in a sentence.

LEVEL II - Functional - dealing with the public

Activity - Study the word origin of Public Relations - Students trace history of word - Why it was originated.

LEVEL III - Conceptual - to understand the importance of Public Relations when you are in business.

Activity - Do a comparison study between two companies - one with Public Relations - one without.

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NOVEMBER-DECEMBER REPORT

DRA & SQ3R

TITLE IV: PART C
DEVELOPMENTAL GRANT

BUSINESS EDUCATION

Phyllis Perreault

DRA & SQ3R

It has been stated over and over again that students cannot read their textbooks independently. It should be the hope of all classroom teachers that students become independent in their ability to think (develop a complete thinking process) about and use the understanding of the subject.

According to David L. Shepherd, in Comprehensive High School Reading Methods, there are three types of thinking. Convergent - which gathers together from many sources various aspects of information to arrive at a carefully thought out conclusion. Divergent - which involves elaboration of given information which may go in many directions. Evaluation - the ability to know whether two units are identical, logically consistent in relationship and if information is workable.

In all varieties of instructional methods to develop independence, there are some very important aspects that must be considered.

- -Reading must have a purpose--and the child must want to learn (most research indicates that the purpose should be teacher-student, student-teacher oriented)
- -All information and concepts must be meaningful and significant.
- -Students must be able to relate to past experiences to connect to new information.
- -Individual differences must always be considered.
- -Students must be actively involved.
- -All learned skills must be practiced until they can proceed on their own.
- -Students' emotional attitude must be positive.
- -All these activities should be intergrated - not isolated.

As classroom teachers develop comprehension of their content area in each lesson plan, they should strive to attain all aspects of the cognitive and affective domain of learning.

Surveys have shown the importance of developing these skills. Francis Robinson stated that surveys have proven that often a single reading, a reader will get about 60% on an immediate quiz. Two weeks later only 20% is remembered. With activities such as Directed Reading, or SQ3R, or the like, the testing is up to 80% and only 80% loss after a period of time.

The methods covered in the research:

Directed Reading (by David Shepherd) - Comprehensive High School Reading Methods.

(Thinking applied to content fields)

I. Preparation for reading - (4 important aspects - establish background, preview materials, clarify basic concepts - and evolve purposes)

II. Read material silently - (individual assistance, adjusts to purposes, vocabulary, and comprehension)

III. Develop comprehension - (purposes clarified; new vocabulary discussed; understanding developed; basic structure information noted; interrelationship of main idea to details, cause and effect, and author's purposes; and pertinent skills developed)

IV. Reread - (clarification, new and specific purposes are set - part of whole)

V. Follow-up - (increase students knowledge)

-- develop interest, attitude and appreciation

-- further ability to evaluate in terms of point of view, express emotions, language facts, and opinions, author's qualification-student's view

-- conduct research

SQ3R (by Dolores Fadness Tadlock in Journal of Reading, November, 1978)

Survey - (look over material prepares for what is to come)

Question - (examine what you know and don't know about the material--turn headings into questions)

Read - (need to fill the gap)

Recite - (longest, most important--read actively, select and evaluate what is necessary, short-term memory transfer to long-term memory)

Review - (go back to it to keep in memory)

PQ4R (basically the same as SQ3R) (Improving Reading in Every Class, Thomas and Robinson)

I. Preview - (go through and pick up the high spots)

II. Question - (headings into questions)

III. Read - (must also reflect - determine what information is worth remembering for a foundation of high level thinking)

IV. Recite - (repeat, reinforce information)

V. Review - (to recall it when necessary)

Instructional Framework (Harold L. Herber, Teaching Reading in Content Areas)

-Structure - organizational scheme which simulates or ensures awareness of certain learning experiences.

-Framework - context into which structures are placed to give them meaning. There is a need to have a design, structure, within which students are led to potential independence. Students must be shown how.

I. Preparation - motivation, background information and review, anticipation and purpose, direction, and language development to insure familiarity and facility.

II. Guidance - consider individual differences, structure to give purpose and direction, but allow "loose" for varing personal strengths to develop.

-Develop skills, devise questions

-Develop concepts, derive information from reading to assimilate and to react, to be critical and creative, to learn to add or apply to their own lives.

III. Independence - a) skills, how to apply skill and discover alone.

b) application of concepts, behavior pattern to be repeated to function independently.

After students have been shown how to perform a task, how to transfer it to new, but similar situation, they devise their own method and become truly

independent. All of these methods improve reading and comprehension. Some reasons listed for success are:

Preview or Survey - takes the chill off reading, main idea stands out and details should fall in place in relation to the whole.

Question - become a human question mark, decide what is important.

Read or Reflect - obtain information between and beyond the lines.

Recite - "see it, say it, hear it, draw or write it" is bound to make an impression.

Review - to keep it fresh in your mind.

Preparation to use these activities demand previous preparation:

-read passages to identify important concepts,

-outline passages,

-know the structure.

-get key questions,

-decide what information to retain, and

-search for outside materials--research films, filmstrips, pictures and other ways to apply to concepts.

More effort should be put into such effective plans to help our students read, comprehend, and retain materials that will be important to them for the rest of their lives.

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A Directed-Reading - Thinking Activity

Business Education

Author W. Jennings, O. Santos, L. Wright, & G. Erwin

Title The Office

Pages Part 3 - Job Descriptions - 15 to 26

Suggested Level of Book _____

I. PREPARATION

A. INTRODUCTION AND MOTIVATION

1. Post vacancies on bulletin board - advertisement
2. Overhead transperences on Model Office
3. Function and organization of APEX

B. CONCEPT CLARIFICATION

1. What are job descriptions.
2. Sell Yourself in an application letter and resume.
3. Responsibility to find a position which interest them and convinces them that they can do that particular job - They are the ones making the choice - period of time - 4 weeks.

C. "WORD STOPPERS" - VOCABULARY

Entry-level positions
Statistical
Publication File
Mill Report
Service Organization

D. SKILL DIRECTION

All skills. Comprehend each aspect of job qualifications and description.

E. PURPOSES FOR READING

Find out what the positions have to offer - what requirements are necessary and which they would like to do.

II. SILENT READING

III. COMPREHENSION CHECK

Work produced and their performance is a comprehension check. They must be able to follow directions apply what they have read, and this work is past on to another level. It must be correct. The work of

one relates to another. Each job applies to the work of APEX and how your part interrelates with that of others.

IV. FOLLOW-UP ACTIVITY

-Do worksheets
-Visit an office using such reports
-Run a modern office smoothly

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Project CAPABLE

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"to make each student a more capable learner"

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JANUARY REPORT

STUDY SKILLS

TITLE IV: PART C
DEVELOPMENTAL GRANT

BUSINESS EDUCATION

Phyllis Perreault

STUDY SKILLS

Teachers of all levels, of all subjects, teach day after day with the hope that all and every student is able to read, understand, and remember the content material of their subject materials. Many studies have shown that teachers assume that students have had the basic skills elsewhere and that they are left with strictly their subject matter. Each teacher must take the time, as the need arises, to review, teach, or reinforce these study skills to teach students how to learn independently so that once they leave school they are equipped for a lifetime of learning. It is important to realize that students do not have to know everything, but have the ability to find, to gather information, to analyse, to formulate solutions to most problem situations.

According to Smith and Dechant, no one actually reads faster then he comprehends, but many read more slowly than their comprehension would permit. The comprehension rate of reading printed material depends greatly on the difficulty of material, the experience or background related with the topic, and the purpose for reading the material. It is important to make the distinction between reading material. Robert Karlin states that reading content is different from the reading of stories. This is found in the terseness of writing numerous ideas, and unfamiliar concepts which are common to subject material but often lacking in narration.

Students must be primarily familiar with the author's writing structure and style. Students should be aware of paragraph functions. Most materials used in curriculum is expository in nature. In Teaching Reading and Study Strategies, Robinson defines exposition as steps in a process, or sequence, chronology of events, instructions to perform, present realted causes and effects, cite problems and solutions, raise questions and give answers, state a group of details related to a previous paragraph, and to develop generalizations. Most texts

use explanatory definition, introductory, summarizing and concluding transitional and narrative paragraphs in their presentation of printed materials. Bond and Wagner's version of paragraphs were introductory, amplifying and summarizing. This knowledge should help readers to boost comprehension and develop a "feel" for the atmosphere or environment in which the message is communicated.

The major study skills that students should posses to be able to function independently in the world of learning are the abilities to: (Robert Karlin, Teaching Reading in High School)

1. Locate information: use table of contents, index, library cards, reader's guide, almanac, various appendixes, glossaries, encyclopedias. Questions such as these should be answered. what source is best? Where do I find the source? Where do I locate the book? Where do I look to see if it does have the answers? What is worth reading? What is valid? What is up-to-date? What is unbiased? Did it leave anything out? How do I report or remember the relevant materials?
2. Selects and evaluates information: is able to recognize significance, recognize important details, identify unrelated details, find main idea of paragraph and also from larger selections, locate topic sentences, locate answers to specific questions, develop purposes, the author's purpose, and the accuracy and relevancy of information.
3. Organization: students should be able to take notes, determine relationships between paragraphs, outline single paragraph, sections of chapter, entire chapters, summarize paragraphs and larger units of materials.

   In outlining or taking notes David L. Shepherd states that much consideration be given to:

   1. notes should be in students' own words.
   2. notes should be brief.
   3. notes should hint structure, such as first most important.

4. use their own codes.
5. notes should be consistent in form and order.
6. notes should be in consecutive order and dated.
7. answer questions of who, when, what, where, why, and how.

4. Following Directions: follow one step directions, steps in sequence, relations between purposes and directions.

   According to Shepherd, following directions requires intensity and percision, not required by other readings. All directions should be read to get general picture. Read each step and do as directed. Reread the step to check and go on to next. Go over all directions for a final check.

5. Graphic Aids: importance and significance of graphs, tables, charts, maps, cartoons, diagrams, and pictures.

   These are used to provide a better understanding of the printed information. Map reading skills are a must.

6. Students should be able to "Survey" and "Skim" materials quickly before undertaking a careful reading of them.

In all research materials, however, it states that all teachers must be cautious as to when and how these skills are practiced.

--only materials that students must be responsible for.

--teach only one skill at a time.

--when study skills consists of related smaller skills teach these in sequence.

--must be taught only when the need arises.

If students could attain these study skills with some degree of proficiency, they would certainly be equipped to perform independently in a lifetime of learning.

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FEBRUARY REPORT

"MANAGEMENT TECHNIQUES"

TITLE IV: PART C
DEVELOPMENTAL GRANT

BUSINESS EDUCATION

Phyllis Perreault

MANAGEMENT TECHNIQUES

According to Ned Marsheffel in the Developmental Reading Program, "Reading is an inherent, irrevocable, functional part of the total educational process..." it must be continuous, it must start with the present level, and, it must carry them forward.

Tremendous research has proven that there is an absolute need to have a continuous development reading program. Marsheffel states that:

1) mentally superior students in secondary and college are among the most seriously retarded readers.

2) there is a difference of at least 6 to 9 grade levels in reading ability on the secondary level.

3) 15% of American adults are functionally illiterate.

4) lost jobs through automation unable to find others--remaining 3 million are non-readers.

5) because of the lack of reading skills, students drop out of school.

6) students are unprepared for college.

7) diagnostic reading test show low scores.

The ideal situation, of course, would be to develop individualized programs for every student. The teacher should determine the ability and achievement level of his students and instruct them in such a way that each progresses as fast and as far as his own capabilities will allow. However, this is very difficult to do. The suggested alternative is to group students with differentiated assignments and combine with whole class instruction whenever practical.

Many types of grouping have been suggested in the research materials. Depending on the assignment, the students, and many other various factors that must be considered upon grouping, one or a combination of these grouping strategies may be used. Grouping should, according to Shepherd, be done in the following manner:

1) Interest Grouping - group students according to interests, gives them an opportunity to investigate additional information in their particular area of interest. It gives students a chance to develop their own interests.

2) Reading Level Grouping - grouping students according to their reading levels so that each and every student can succeed. Students can acquire or develop skills at their level of competence.

3) Needs Grouping - grouping to develop a particular skill.

4) Social Grouping - to group students to work on specific topics with peers of their choice.

5) Pair Grouping - grouping two students whereby they will mutually benefit from it.

6) Tutorial Grouping - grouping of students who need intensive help because of lack of competence or other skill deficiencies.

7) Guidance Grouping - grouping to bring students together to foster or develop greater soical development and tolerance.

8) Research Grouping - grouping to develop investigation into supplementary basic textbook materials.

Much consideration must be given in organizing individualized programs as stated. All students must be oriented properly. In grouping, motivation must be the key factor. Objectives must be based on student needs. A great amount of flexibility must be allowed in each phase. Additional materials at various levels must be available. Continuous evaluations must be done. Adequate time is necessary. A process of dissemination of information whereby every student is successful. Each and every student must be evaluated on his effort.

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MARCH REPORT

"STRUCTURED OVERVIEWS & STUDY GUIDES"

TITLE IV: PART C
DEVELOPMENTAL GRANT

BUSINESS EDUCATION

Phyllis Perreault

APEX OFFICE SIMULATION

(Developing Work Attitudes and Habits)

Structured Overview P. Bernauer

STAFF MEETINGS (7 per year)

Use of Telephones #7	Managing The Working Day #15	Developing Your Personalities #18	Personality Conflicts #19	Ethical Behavior #20	Self Evaluation #21	Visitors in Our office #24

#19 Personality Conflicts — Whenever people must work together There are possibilities of conflicts

Some common reasons for conflicts

Envy (jealousy)

- -Immature
- -Unreasonable
- -Harmful

Promotions

Good Looks

Good Taste (well dressed)

Popularity

Inability to accept Authority

Do as they want you to do.

Team work working together

Proper Leadership so everyone is treated equally.

Prejudice

Background

Race

Religion

Handicaps

Sex

Age

BEST COPY AVAILABLE

STUDY GUIDE TO GO WITH STRUCTURED OVERVIEW

Personality Conflicts

I Envy (causes and effects)

II Inability to Accept Authority (causes and effects)

III Prejudice (causes and effects)

IV Other (causes and effects)

STRUCTURAL OVERVIEWS AND STUDY GUIDES

"A problem well understood is half solved." Success breeds interest, confidence, additional effort and more success." These are two quotes taken from Hafner that seem to say a lot.

Each and every student in our classroom are distinct individuals. They vary in personality traits, previous experiences, capacity, interests, and many other factors. Also, to be taken into consideration, are different schools, communities, resources, equipment, facilities, public opinion, and occupational opportunities.

Enrolled in business education courses throughout the United States, according to Shepherd, is a cross section of students that range from potential dropouts to college bound students. This indicates an eight-to-ten year span (third grade to college level) represented in classrooms.

Also, business education courses range from a social studies nature, such as business law, to those of a mathematical nature, such as accounting. Business students must be highly flexible in their application of reading skills in order to adjust to the demands of each type of course. The vocabulary is very difficult--you are dealing with specific technical words and common words with special meanings.

Robinson states that it is important to spend some time for readiness when you want to improve comprehension. Printed words are empty without meaning. Each student should have a broad readiness to function adequately within a large learning unit. Also a specific readiness must exist to bring to a given class or a particular unit.

In giving reading assignments to our students in our content areas we should try to develop the following: (Burmeister)

1. Memory - to remember what the author has said - facts, dates, main ideas, sequence of events, and directions.

2. Translation - the ability to put information into another form -- story to a skit, etc.

3. Interpretation - to be able to see unstated relationships - anticipating outcomes, formulating main ideas.

4. Application - to be able to take what has been read and apply it successfully.

5. Analysis - to be able to dissect and examine parts that compose the whole.

6. Synthesis - to be able to integrate, reorganize, fuse ideas from various sources.

7. Evaluation - the ability to formulate a standard, and to judge an idea, or object in relationship to those standards.

Special preparation is necessary to develop these skills. Harold L. Herber has listed three important factors that must be kept into consideration when preparing such a lesson:

1. Decide on the major ideas that should be acquired by the students. The text is only one source of information. Students should be exposed to more. The author of text books also assumes that students have a prior level of understanding in the development of concepts.

2. Difficult technical vocabulary. Students must have facility with the language of that subject.

3. Decide upon the skills necessary to identify, understand, and apply important ideas. Decide upon the organizational pattern(s) used by the author.

Harold Herber suggests (5) major steps in the teaching of any skill:

1. Tell them about the skill.

2. Show them how it works.

3. Guide them through the process.

4. Put them on their own.

5. Reteach if necessary.

Different varieties of guides or procedures have been developed to help improve reading and comprehension in the content areas.

Reading Guide - Developed to indicate to the reader as to how the assignment should be read. For example - read slowly - it contains main ideas. Each paragraph is given a brief direction.

Process Guide - After the purposes for reading have been established, the students are largely on their own until they discuss the content. Process guide provides each student with a "teacher" who offers suggestions on how to read the material.

Differentiated Assignment - Questions asked bring responses on different comprehension levels. (Literal, Interpretative, and Applied) Grouped according to reading abilities, each and every student feels important and successful and contributes his/her information to the rest of the group.

Study Guides - Follow up activity - the teacher has analyzed the content and determined what is important or desired. The students use this guide as a homework assignment. Follow up discussion in class. Reinforces content concepts, different levels identified.

Selective Reading Guide - O - Rama - The teacher first determines overall purpose for a particular reading assignment. He selects those sections which are necessary to achieve purpose. He eliminates all irrelevant sections from assignment. For those relevant sections that remaining the teacher determines model reading behaviors to achieve purpose - step by step, section by section (resembles a reading road map) - get the student safely to his destination.

Steps to be taken:

- Analyze Content - What concepts and understanding expected. pected. Purposes for reading this assignment.
- Pre-examine Content (statements directly from selection) raw materials to draw level 1. (Literal) Rearrange and rework

- Consider and list possible extension or application of materials.

Pattern Guides - Organizational pattern author has used to communicate messages in print. (cause/effect; temporal, comparison/contrast.)

Concept Guides - The learner first becomes consciously aware of an object or idea. It requires association with previous experience or ideas of input of facts, and inference, into a more meaningful conceptual unit.

Structured Overviews - New understandings are acquired only in relation to a previously learned background of relevant concepts and principles. Teacher - made device to help clarify what they already know about a unit or selection they are about to study.

-Two critical features:

1. To use the important vocabulary of a unit or selection to display the relationship between the concepts to be studied and those familiar to learn.
2. Allowance for interaction between the teacher and learner through which modification can be made based on the learner's cognitive structure as he reveals it through conversation.

Steps in constructing an overview:

- Analyze and list all vocabulary of the task that are important for the student to understand.
- Arrange list of words until diagram depicts the interrelationship between concepts particular to learning task.
-Add to the diagram vocabulary concepts which are already understood in order to depict relationships between the reading - learning task and the discipline as a whole.
- Introduce the students to the reading - learning task by displaying the diagram and explaining why you arranged the terms as you did. Encourage them to supply as much information as possible.
- During the course of the reading - learning task, relate the new information to the structured overview as it seems appropriate.

These include some of the guides and procedures to induce a higher level of comprehension as the reading assignments are given in content areas.

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APRIL - MAY REPORT

INTEREST, MOTIVATION, ASSESSMENT

TITLE IV: PART C
DEVELOPMENTAL GRANT

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BUSINESS EDUCATION

Phyllis Perreault

EVALUATION

Evaluation is a process of systematically identifying, collecting, analyzing, reporting and using information gathered about an educational program. Evaluation is a very important facet as it establishes the purposes of developing such a program.

In going through the process of evaluation you determine the following purposes:

1.) It develops a better understanding of what this educational program intended to accomplish. It states the methods used, and what results should be produced.

2.) It determines whether the program's objectives are important, whether they are attainable, and whether they are relevant to particular persons involved.

3.) It determines if the resources used are adequate for achieving the results that are expected.

4.) It determines the areas of the program that should be improved, or changed to achieve the desired results.

5.) It determines the continuity of the program. It judges how well the program achieved its objectives.

6.) It provides accountability for effective use of resources.

In all plans of evaluation you must decide what you plan to evaluate and your reasons for doing this evaluation. After identifying your purposes for doing an evaluation, you must decide on the audiences. Actually, who will need the evaluation information and for what purposes.

Eight elements that should be included when doing a comprehensive evaluation plan.

1) Objectives/Issues-- what questions are being asked. This is to identify a priority of which objectives or questions are most important for evaluation in a given period. The answers should deal with information concerning are as such as student outcomes, efficiency of the staff, and community attitudes.

2) Information Requirements-- information needed to adequately evaluate a particular objective.

3) Information Source-- where, how and who will provide the necessary information. This is what individuals, agencies or records from which the required information can be gathered. In order to determine the appropriate source these questions should be asked:

   a. Which sources have the necessary information?

   b. How much information does each source have?

   c. How valied and reliable is this information?

   d. Which is the most efficient source?

   e. Will more than one source be needed to compare results for accuracy?

4) Instruments-- tools or means used to collect information. There are two major types of instruments. The first type is commercially developed. (Standardized tests) The commercially designed instruments are usually easy to administer, score and interpret. The reliability and validity is generally available in the test publisher's manual. This type of testing does not always measure what you wish to measure. The second type is sometimes called "locally prepared" instruments. These are specifically developed to collect data for a given evaluation plan. A few examples of these tests are: tests; questionnaires; observation scales; interview questions; document review summaries; and staff reporting forms.

5) Design-- the plan or strategy for collecting and analyzing information about a program. It also identifies the comparisons or criteria to be used in judging the program's success.

6) Time schedule-- Determine when the information will be collected, analyzed and reported. This can be done varied ways. It may be done once pretest and post tests or ongoing throughout the year.

7) Analysis-- what to do with the data? This is the process of making useful information out of raw data. This can be as simple as counting how many people liked or dislike a textbook to some very complex statistical manipulation.

8) Reports-- who needs to know about it? A means of conveying information to others for evaluation procedures.

Different designs of evaluation can be developed to evaluate certain criteria. Evaluation is one of the most important aspects of such a program.

According to Hafner "success breeds interest." "Give a child a book that interests him." "You need to get the right book together with the right child at the right time." "Tastes are caught, not taught."

Many other factors condition or determine what a person will read. To mention a few: the material that are available for students to put their hands on; how difficult the material is to read; the way or style the author has written it; the students' previous reading background; how he makes his selection of reading materials; the feeling of hope, fear or satisfaction he experiences when reading the assigned material; his self-concept as a reader; his strategies when confronted with the choice of reading versus nonreading; and what he reads for his own pleasure.

Waples, in Lou Burmeister's "Reading Strategies for Middle and Secondary School Teachers," states five reasons people read:

1. Instrumental Effect -- to bake a cake, to assemble an electronic unit, to solve problems, and to pass a test. These printed materials are lucid and to the point.

2. Prestige Effect -- to improve the self-image. To read best sellers to boost egos. Certain types of magazines and journals; so that they can respond to everyday conversations. (sports, society pages, etc.) These types of reading can lead to deceptions stereotyped and biased ideas. It sometimes dramatizes real life situations for example - football heros, romance, etc.

3. Reinforcement of an attitude -- to strenghten opinions or feelings.

4. Vicarious Aesthetic Experiences -- a person can live in all ages - past, present, and future. There are authors that can state ideas more clearly, more forcefully, more beautifully than other readers.

5. Respite - some people read for temporary relief from, pain, sorrow, or for escape.

All teachers should attempt to develop the student's ability to think while reading. Also the ability to read for both information and pleasure should be developed in all students. This can be done if teachers provide students with materials to read. It should be within arm's reach.

The information should be interesting. Students should be given time to read. Different levels are essential so all can read.

A few techniques to develop wide reading by Shepherd are:

-classroom with Library corners for browsing
-discussion of books
-let students dramatize or illustrate stories
-provide story teasers
-students to prepare bulletin boards
-develop their own stories

Previous to developing reading, however, the possible causes of reading failures should be considered. It is important to remember that "success breeds success." Perhaps success is hindered by PLEASE.

P - physical factors - vision, hearing, health, nutrition.

L - language factors - vocabulary, sentence structure, grammar etc.

E - Environment - home, attitudes toward reading.

A - Aptitude - judgement of general information.

S - Social - emotional - relationships with peers, with families, and self.

E - Education - quality of teaching - class size, etc.

It is important to develop motivational strategies in all given reading assignments.

A Purpose must be established (Broad and Specific)

Broad - provides direction in reading assignments

Specific - needed to assist students in obtaining definite facts.

Motivational strategies should be used at all times to create and maintain the students interest. Many suggestions and devices have been developed to assist teachers do this.

Motivation is often the explanation for the behavior of students in completing reading assignments. Motivation may be considered as need. It is an individual need that causes a students to do something that will result in a satisfaction. Need comes from within the learner's environment. The teacher is the one that must create needs.

There are 2 types of motivation: Intrinsic and extrinsic motivation. Intrinsically motivated students will complete their assignments regardless of what teachers do. These students are motivated from within. Extrinsically motivated students demonstrate low level or nonexistent academic needs. The needs to complete an assignment is created by someone other than himself. Teachers need to be aware of the factors that influence or bring about motivation. Awareness of these factors followed by planned manipulation is likely to yield more completed assignments.

Factors that influence motivation can be divided into two categories, those that relate primarily to how students feel, the affective factors, and those that relate to how students think, the cognitive factors. The affective factors which influence motivation are interest and attitudes. Interest refers to a curiosity or a concern about something. A positive attitude about school, subject and life affects the way a student learns. The cognitive factors which influence motivation are purpose, short-term goals, adjustment for reading level, knowledge of results, success, and usefulness of knowledge. These six factors interact to stimulate the cognitive or thinking processes of the learner.

A mnemonic device used as a motivational strategy was developed by identifying the many major factors that contribute to a student's state of motivation. The acronym PARS has been used for this mnemonic device. P - Purpose - provides students with purposes for reading defines what specific information and understandings are to be obtained as they read. A - Attitude - a positive attitude is necessary in order to develop a need to read the given assignments. R - Results to provide students with knowledge of right and wrong so he learns what he should and should not do the next time he finds himself in a similar situation. S - Success - every student needs to find some success in every lesson. Accumulations of successes increase the likelihood of motivation for future assignments.

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***All members used same resources.**